

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS K-4

Students will:

- a. Identify connections between characteristics of the visual art and other arts disciplines.**
- b. Identify connections between the visual arts and other disciplines in the curriculum.**
- c. Describe how the visual arts are combined with other arts in multimedia work.**
- d. Demonstrate understanding of how the visual arts are used in the world around us.**
- e. Identify and recognize that visual works of art are produced by artisans and artists working in different cultures, times and places.**

| Grade 2 | Grade 4 |
|---|--|
| 6.2.1 Students examine the elements (i.e., shape, line, color, etc.) in fabric design from various cultures (i.e., Navajo weavings, Japanese kimono, rugs or early American quilts, etc.); and create a fabric pattern using a personal design to be stamped (with sponge vegetable, styrofoam, eraser, etc.). Standards 1b, 2abc, 3ab, 4a, 5ab, 6de | 6.4.1 Students examine the role of the visual image in contemporary advertisement; explore how designers and artists use images to manipulate and persuade (i.e., color, size, familiar content, etc.); and select one example of an ad and describe how the visual image is intended to persuade. Standards 2ab, 5ab, 6d |
| 6.2.2 Students with the help of librarian/school media specialist, locate a book of poems on family, pets or hobbies; read aloud and share poem with classmates; and create a personal interpretation (i.e., drawing, painting, etc.) of the poem. Standards 1c, 3ab, 5c, 6ab | 6.4.2 Students after attending an arts career day in which actual artists and designers relate daily responsibilities and activities, compare three different ideas. Standards 5a, 6de |
| 6.2.3 Students examine the role of direct observation in both science and art; point to artists whose subject matter shows close observational skills and attention to detail (i.e., Durer, O’Keefe, Beverly Doolittle, Chinese prints, da Vinci drawings, etc.); complete an artwork based on direct observation (i.e., drawing from natural objects such as leaves, flowers , shells, animals, or pets, etc.). Standards 6abcd | 6.4.3 Students research an artist’s life to be developed into a dramatic presentation for video or multimedia production (i.e., Powerpoint program, etc.). Standards 1c, 4abc, 6bc |
| 6.2.4 Students working in collaboration with a group of teachers (i.e., art education, physical education, music education, media specialist, etc.) create a video/multimedia work in which students artistically interpret music through artwork and movement. Standards 6abc. | 6.4.4 Students create a quilt using geometric patterns and shapes to form interesting combinations of squares. Standards 2ab, 4a, 6bde |
| | 6.4.5 Students design a family heirloom book to house special memories (i.e., repousee metal tooling cover, computer technology, etc.); investigate historical illuminated manuscripts and scrolls and other written texts from western and non-western civilizations; and compare and contrast for similarities and differences and how technology has influenced changes. Standards 1a, 4ac, 5a, 6abc |

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS 5-8

Students will:

- a. Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.
- b. Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.
- c. Combine the visual arts with another art form to create coherent multimedia work.
- d. Apply visual arts knowledge and skills to solve problems common in daily life.
- e. Identify various careers that are available to artist.

| Grade 6 | Grade 8 |
|---|---|
| <p>6.6.1 Students study furniture design over several time period and cultures (i.e., Baroque, Dada, Bauhaus, Japanese, etc.) and discuss the varied use of elements, principles, media and symbolism and form used in conjunction with the furniture’s role as a functional object; design and construct a chair based on sketches that reflect their individual personality through chosen symbols, design elements and principles; and evaluate chair based on sketches that reflect their individual personality through chosen symbols, design elements and principles; and evaluate chair from sketch stage through model construction and discuss the roles of form and function. Standards 2c 4a, 5abef, 6ab</p> <p>6.6.2 Students compare two advertisements for a similar product (i.e., Coke and Pepsi, Cadillac and Ford, etc.); explain how each uses art elements and design principles to persuade the viewer; and choose the ad which is more effective and justify reasoning through art vocabulary. Standards 5bd, 6bd</p> <p>6.6.3 Students examine in depth one period of art and what concurrent events took place in the other art forms (i.e., music, literature, dance, drama, etc.) as well as events in other disciplines (i.e., science, math, politics, etc.); and discuss relationships between disciplines. Standards 4b, 6ab</p> | <p>6.8.1 Students describe how scientific achievements in chemistry and materials have contributed to art materials and what effect these have had on artists’ work (i.e., acrylic paints, paint tubes, etc.); choose one art advancement and focus on the particular history such as the innovations in plein air painting by the Impressionists made possible by the ability to carry paint in tubes outdoors; create their own pigment through grinding or construct a handmade piece of paper to use in their own unique artwork and compare the advantage and limitations with both commercial and handmade art supplies. Standards 1c, 4c, 6bd</p> <p>6.8.2 Students evaluate and explain through research why a particular art image (i.e., Holbein’s “Henry VIII”, Modrian’s “Broadway Boogie Woogie”, etc.) was used in a textbook from a different academic discipline (science, math, etc.). Standards 4b, 6b</p> <p>6.8.3 Students trace the evolution of jazz music and early modernism in art discussing the parallel focus of each art form toward pure elements and non-objective subject matter; compare examples of classical music against jazz selections along with classical or neo-classical paintings against early abstractions of the 20th century; and create</p> |

| Grade 6 | Grade 8 |
|--|--|
| <p>6.6.4 Students write an expressive poem about a specific human sense (i.e., touch, smell, taste, etc.) then illustrate the poem using mixed media. Standards 6bc</p> <p>6.6.5 Students research an art career and describe the daily activities of that career. Standard 6e</p> <p>6.6.6 Students examine the role of interior designers and examples of a variety of interior spaces; create a collage or montage of an interior space to solve a design problem (i.e., color, balance, emphasis, movement in space, etc.). Standards 2a, 6de</p> <p>6.6.7 Students use rulers to measure out and divide a piece of paper using the “rule of thirds” to determine a compositional structure and place a focal point. Standard 6b</p> <p>6.6.8 Students compare the paintings and theatre stage designs of artists working in both mediums for stylistic similarities (i.e., Miro, Hockney, Picasso). Standards 6ae</p> | <p>an artwork based on their favorite style or piece of music, justifying choice of elements and media to represent identical moods, emotions and intent. Standards 1c, 2a, 3a, 4c, 6a</p> <p>6.8.4 Students compare a work of art with a work of literature that use the same theme (i.e., Haiku poems and Japanese Sumi-e painting). Standard 6b</p> <p>6.8.5 Students research an art career (i.e., photographer, architect, graphic artist, etc.) and present information to the class. Standard 6e</p> <p>6.8.6 Students create a drawing utilizing one-and-two-point perspective. Standard 6b</p> <p>6.8.7 Students develop a costume/uniform for a specific purpose (i.e., space mission, sports team, sea diving, etc.) incorporating both functional and aesthetic elements. Standard 6d</p> <p>6.8.8 Students create a state setting for a dramatic or musical event. Standards 6ac</p> <p>6.8.9 Students examine the relationship between a visual artist and an artist in another area whose work is connected (i.e., William Carlos, Williams & Charles Demuth) or an artist who works in two separate artistic mediums (i.e., E. E. Cummings, William Blake, etc.). Standards 3b, 6ab</p> <p>6.8.10 Students examine the patterns and designs used in Japanese textiles; create a line of fashion designs based on Japanese kimonos which focus on figure proportion. Standards 4b, 5a, 6b</p> |

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS 9-12

Students will:

- a. Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.
- b. Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.
- c. Create and solve interdisciplinary problems using multimedia.
- d. Apply visual arts knowledge and skills to solve problems relevant to a variety of careers.

| Grade 10 | Grade 12 |
|---|--|
| <p>6.10.1 Students investigate the music and architecture from the Baroque period; working as part of a group, locate and record a musical composition by a Baroque composer and research the work of several architects using technology to obtain the visuals; and synthesize information to create a visual, oral and sound presentation for the class. Standards 4b, 6ac</p> <p>6.10.2 Students assume the role of an art critic; describe, analyze, interpret, and judge the works of a particular artist; compare with news releases; and investigate the training and skills necessary to be a successful art critic. Standards 5c, 6e</p> <p>6.10.3 Students visit art school on the Internet to find three schools or programs of study; choose one school that he/she might want to attend and compose a letter explaining why he/she selected that school. Standards 6be</p> <p>6.10.4 Students study the work of Henri Matisse with a focus on jazz and dance; and incorporate dance, music, and art in a presentation (i.e., video). Standards 6abcd</p> | <p>6.12.1 Students work with members of another department to develop an interdisciplinary lesson based on a theme (such as celebrations or initiation rites, etc.); view a variety of masks from different cultures used in these social events; evaluate how the mood, natural materials, and the purposes affect the visual character of the piece; create a three dimensional mask or ceremonial piece based on a celebration or initiation; choose materials and a color scheme that reflects personal symbolism and ideas; and present to class. Standards 3b, 4bc, 6bc</p> <p>6.12.2 Students redesign a familiar object from daily life (telephone, backpack) in a new way with alternative materials. Standard 6d</p> <p>6.12.3 Students choose an art major of interest and locate two schools offering that program; list the courses required and recommended at each school; prepare a table or graphical analysis of different statistics of the table or graphical analysis of different statistics of the school such as student/teacher ratio; and compare and analyze the results of student’s graphical analysis. Standards 6bcde</p> |

| Grade 10 | Grade 12 |
|--|--|
| <p>6.10.5 Students compose a creative writing piece in which you have dinner with an artist in a different time period (i.e., New York in the early 70's at the St. Regis Hotel to have dinner with Salvador Dali); describe what the person would wear, order and talk about over the meal; and use researched historical information about the person and the context so it is accurate in content. Standards 6be</p> <p>6.10.6 Students review the historical background of the Golden Mean and relate the geometric principles to the works of Piet Mondrian in order to develop a composition in paper incorporating the concepts of line, color, shape and proportion. Standards 2ab, 5a, 6ab</p> <p>6.10.7 Students compare and contrast packaging for two similar items; discuss how visual art elements affect the viewer; and design an alternate packaging for a similar product based on research of the product and consumer use. Standard 6d</p> | <p>6.12.4 Students shadow a professional artist, photographer, graphic artist, etc. for a day or conduct an interview; and keep a written record of activities the artist encounters in a typical day related to this occupation. Standards 6de</p> <p>6.12.5 Students use technology to create business cards, letterheads, brochures, envelopes, and logos; and use interdisciplinary links with English and Business classes to prepare a cover letter and resume. Standards 1a, 6bcde</p> <p>6.12.6 Students create a “web site” for the Internet combining art, animation, music, video, etc.; explore different web site designs and the career possibilities given the technology opportunities on the Internet. Standards 6bcde</p> <p>6.12.7 Students use techniques and processes of mixed media to develop an image which stylistically correlates with a period in music; design a cover for a music program which features the early 20th century music of Stravinsky illustrated with a cubist influence; and evaluate and select the final image to be printed based on criteria formed thorough consultations with school and community professionals. Standards 4c, 6abc</p> |